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Longmans, Green & Co. offer *Deutsche Sagen*, a Course of German Reading, with Vocabulary (Gribler).

This book is a good reader for beginners, giving in easy German the contents of the prose and poetic legends of the tenth to the sixteenth century. Since the contents of the book are so well prepared, it is deplorable to see that the vocabulary has been neglected. We find there, for example, "*sei*, was, had, be; *sein*, his, her, be; *umfängt*, embrace; *übertliess*, left, abandoned; *worden*, been." Is not this sort of giving equivalents altogether too mechanical, encouraging unscholarly habits?

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The Training of Teachers and Methods of Instruction. By S. S. LAURIE.
The Macmillan Company, 1901. 295 pp. \$1.50.

THE addresses and essays grouped under this title make a good presentation of Professor Laurie's educational doctrine. The discussion of the advisability of establishing chairs of education in universities brings out his views regarding, not only the aim of education, but also the preparation of the teacher. Out of his analysis of these two, he finds the philosophy, art, and history of education must so be studied by the future teachers as to develop a scientific habit of mind in their thinking on the subject of education.

An explanation of the three senses in which "sympathy" is used affords the author opportunity to say some very direct things about the "sympathetic sentimentalist among teachers:" "There are many good instincts in him running to seed. He requires bracing up." He speaks of "the pawing of the tender mind by well-meaning pedagogic moralists." He would bring the teaching body to some conception of sympathetic intuition by having them make a "conscious study of those mental processes which the born teacher intuitively feels and unconsciously practices."

The positive stand taken on the subject of the primary school shows Professor Laurie fearless in his denunciation of wrong to the finer spirits in the lower social class. He does not argue for the higher education of all; only, for "the finer and more ambitious spirits."

The attitude toward manual training and science is unique. It is that of one who has made a turn away from purely classical training, and then rests content in the simplest form of the new. The new is not investigated as material to be treated scientifically. After admitting the value of hand-work in primary education, *i. e.*, drawing for boys and needlework and cooking for girls, he protests vigorously against giving to manual training time that has been heretofore allotted to book-work. He finally waxes warm and asks: "Can we be expected to restrain our laughter when we see it stated by a hand-enthusiast in America that one hour of carpentering will do more for a boy's intellect than three hours of Sophocles?" He would keep out of the primary school the "thumb educationalist," and those who would teach science instead of literature and history.

The papers on "Geography in the School" and "History and Citizenship in the School" are very suggestive. It is worth while to attempt answering the question as to the reason why so keen a thinker becomes badly entangled in his thought, on pages